Evaluation of the projects

Support for the Dioceses of Rumbek and Wau to expand and develop their education services in the Lakes and Warrap states in a post-referendum environment of South Sudan (Project number: 164-002-1031 Z) and

Bridging funding for the running costs of four primary schools of the Diocese of Wau (project number 164-003-1011 Z)

Evaluation number: 1779-Z1014-0825

Carried out on behalf of
KZE/Misereor

by

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and
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AGEG
August 2012
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<th>Description</th>
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<tr>
<td>ALT</td>
<td>Adult Literature Programme</td>
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<tr>
<td>AGEH</td>
<td>Association for Development Cooperation</td>
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<td>CEI</td>
<td>Italian Catholic Bishops’ Organization for Development Cooperation</td>
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<td>CESAR</td>
<td>Coordinamento Enti Solidali a Rumbek</td>
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<td>CPS</td>
<td>Comboni Primary School</td>
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<td>CRS</td>
<td>Catholic Relief Service</td>
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<td>CWS</td>
<td>Church World Service</td>
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<td>DAC</td>
<td>Development Assistance Committee of the United Nations</td>
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<td>DOR</td>
<td>Diocese of Rumbek</td>
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<td>DOW</td>
<td>Diocese of Wau</td>
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<tr>
<td>EDC</td>
<td>Education Development Centre</td>
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<td>EFC</td>
<td>Education Field Coordinator</td>
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<td>EMIS</td>
<td>Southern Sudan School Statistics</td>
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<td>EU</td>
<td>European Union</td>
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<td>EUR</td>
<td>Euro</td>
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<td>GIZ</td>
<td>German Technical Cooperation</td>
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<td>GOSS</td>
<td>Government of South Sudan</td>
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<td>INGO</td>
<td>International Non Governmental Organization</td>
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<tr>
<td>MISEOR</td>
<td>German Catholic Bishops’ Organization for Development Cooperation</td>
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<tr>
<td>MoEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
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<td>MoGEI</td>
<td>Ministry of General Education and Instruction (former MoEST)</td>
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<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
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<tr>
<td>NGO</td>
<td>Non Governmental Organization</td>
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<tr>
<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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<td>PENSIL</td>
<td>Peace Education Network</td>
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<td>PTA</td>
<td>Parent Teacher Association</td>
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<td>RSS</td>
<td>Republic of South Sudan</td>
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<tr>
<td>SCBC</td>
<td>Sudan Catholic Bishops’ Conference</td>
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<tr>
<td>SMoE</td>
<td>State Ministry of Education</td>
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<tr>
<td>SPLA/M</td>
<td>Sudan People's Liberation Army/Movement</td>
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<tr>
<td>SSS</td>
<td>Solidarity with South Sudan (Church-based training resources in health and education)</td>
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<tr>
<td>ToR</td>
<td>Terms of Reference</td>
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<tr>
<td>TTC</td>
<td>Teacher Training College</td>
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<td>UNDP</td>
<td>United Nation’s Development Programme</td>
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<td>USD</td>
<td>US Dollars</td>
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<td>WBG</td>
<td>Western Bahr El Ghazal</td>
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<td>WFP</td>
<td>World Food Programme (of the United Nations)</td>
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0. Preface

At the beginning of this report, the evaluation team would like to thank the project staff of the Dioceses of Rumbek and Wau for their kind support. The logistical planning in terms of international and national air and road travel, including stop-overs in Nairobi, as well as heavy and frequent rainfalls in Southern Sudan, were challenges for the planning of the field mission. Also, the evaluators would like to express their respect for the highly committed contributions to this evaluation, allowing a fruitful exchange of ideas in a trustful and harmonious atmosphere.

The structure of this report combines the key questions for this evaluation as mentioned in the ToR with the OECD' DAC\(^1\) principles for evaluation.

0.1 Key data of the evaluation

<table>
<thead>
<tr>
<th>Country:</th>
<th>South Sudan</th>
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<tr>
<td>Project title:</td>
<td>Support for the Dioceses of Rumbek and Wau to expand and develop their education services in a post-referendum environment</td>
</tr>
<tr>
<td>Project numbers:</td>
<td>164-002-1031 Z (Rumbek), and 164-003-1011 Z (Wau)</td>
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<tr>
<td>Funded by:</td>
<td>KZE/Misereor, (Diocese of Rumbek since 1994, and Diocese of Wau since 2009)</td>
</tr>
<tr>
<td>Allocation amount</td>
<td>KZE/Misereor Diocese of Rumbek: 964,000 EUR Diocese of Wau: 210,000 EUR</td>
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<td>Implementing partner:</td>
<td>Dioceses of Rumbek and Wau, South Sudan</td>
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<tr>
<td>Project duration:</td>
<td>Diocese of Rumbek: July 2011 to June 2013 Diocese of Wau: April 2009 to March 2012 (no cost extension until end of 2012)</td>
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<td>Period to be evaluated:</td>
<td>2009 to 2012</td>
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Aim of the Diocese of Rumbek, DOR:

**Overall goal:**
Contribution towards the development of the new nation of Southern Sudan through the improvement of its education system

**Specific objectives:**
- The quality of education for the ever-increasing number of children enrolled in primary schools has improved.

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\(^1\) Development Assistance Committee (DAC) of the United Nations’ Organisation for Economic Co-operation and Development (OECD)
Diocese of Rumbek staff is enabled to manage educational programmes effectively and appropriate to the requirements of Southern Sudan.

The project has a perceptible influence on the state and national ministries of education.

Communities are actively involved in the development of the schools, the education of their children and their own education.

**Direct target group:**

Approximately 12,000 pupils of ten primary schools, 400 secondary school students, 221 primary school teachers, approx. 500 ALP-learners, and 30 secondary school teachers of the Diocese of Rumbek

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**Aim of the Diocese of Wau:**

**Overall goal:**

Contribution to the improvement of Catholic basic education for children in the coverage of the existing diocesan schools

**Specific objectives:**

- Teachers are encouraged to remain in Catholic schools on a long-term basis;
- Teachers are encouraged to perform good-quality teaching;
- Education section staff performs good-quality management;
- The time gap is bridged until the government is able to assume the responsibility of paying the teachers, and an orderly transition of that responsibility is ensured.

**Direct target group:**

Approximately 4,600 pupils of 13 primary schools, and approx. 100 teachers of the Diocese of Wau.

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**0.2 Reason and objective of the evaluation**

Since July 9th, 2011 South Sudan has been an independent state. The current funding phases of the Dioceses of Rumbek and Wau will come to an end in March 2013. KZE/Misereor has supported Rumbek since 1994. Cooperation with the educational sector of the Diocese of Wau started in 2009. Planning of an ongoing project support is under way. No external evaluation of KZE/Misereor funded activities in Rumbek and Wau has been carried out so far. Thus the results of this evaluation shall:

- contribute to a critical reflection of the experiences made and lessons learnt in Rumbek and Wau during the past years,
- support a joint and systematic approach of Catholic efforts in the sector of education and,

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2 Unfortunately these figures have not been included in the project planning documents. They represent now DOW school statistics of July, 2012.
• develop strategies for an efficient integration of Catholic schools and training centres in the educational set-up of the new government of South Sudan.

It is expected that the evaluation gives a comprehensive picture and reflects the present status of Catholic primary schools and that the evaluation report will serve as a reference for future interventions and education projects of the Dioceses of Wau and Rumbek (see annex 3, Terms of Reference).

0.3 Evaluation period and legal holder’s participation in the evaluation

The evaluation was carried out with a very high level of legal holder’s participation and support from July 13th to July 31st, 2012. The complexity of the evaluation’s set up has been strongly influenced by several conditions, such as:

• The long-standing coordinator of education of the Diocese of Rumbek (DOR) could not participate in the evaluation due to health problems. His contribution had to be organised via telephone;

• For logistical support the DOR maintains an office in Nairobi, where a stop-over had to be scheduled as well.

• Due to bad road connections and the start of the rainy season, Rumbek could only be reached by air with an UN flight.

• Two different dioceses had to be visited by the evaluation team in two weeks;

• Visits to remote schools in the field were highly time consuming due to bad road conditions.

All appointments were excellently organised by the Dioceses of Rumbek and Wau throughout the whole evaluation process.

0.4 Members of the evaluation team

The evaluation was carried out by a team consisting of a South Sudanese and a German consultant. DOW and DOR selected Mr. Moses Kopurot for this mission and KZE/Misereor proposed Mr. Thomas Ranz.

Mr. Moses Kopurot is an Ag. County Education Director at the State Ministry of Education Central State (Kajo-Keji County) administering 84 primary schools, 13 secondary schools, 44 nurseries/kindergartens, two vocation training centres and one teachers’ training institute with an overall enrolment of 24,000 pupils and students. He has a vast knowledge on the transition of the education system from Civil Authority of the New Sudan (CANS) to the current period in the post referendum/independence era, and is familiar with the education systems of Sudan, Uganda and South Sudan.

Mr. Kopurot served as an administrator as well as a teacher in the Republic of South Sudan for over twelve years. His working experience includes various assignments with international NGOs such as Jesuit Refugees Service (JRS), Windrock International, Education Development Centre (EDC) and the Comboni Missionaries. He also served as a member of the scholarship committee for Danstan Wai Memorial Foundation based in the USA, specialising in the identification of vulnerable intellectual
girls and orphans in Central Equatoria State and carried out research on literacy and numeracy in lower primary in the Counties of Yei and Kajo-Keji.

**Mr. Thomas Ranz** is member of AGEG Consultants eG and carried out around 70 short-term evaluation and project preparation missions in the sectors of education, rural, and social development during the last 17 years, besides his part-time employment as project manager with AGEG. He has a profound knowledge of strategies, methodological approaches, administrative procedures, tools and instruments of numerous donor agencies.

His working experience includes assignments for bi- and multi-lateral donors such as EC and GIZ, the UN as well as for clients of the NGO sector, and especially faith-based NGOs. Since obtaining his first University degree in education, he has specialized in community mobilisation strategies and rural development. Since the year 2002 Mr. Ranz has carried out more than 30 missions in Eastern and Central Africa (Central African Republic, Chad, Cameroon, Congo, Ethiopia, Malawi, Uganda, Rwanda, and Tanzania).

### 0.5 Methods of implementation of the evaluation

As stated in the Terms of Reference (ToR), the objective of the evaluation was to ascertain results, such as outputs, outcomes, and impact, and to assess the effectiveness, efficiency, sustainability and relevance of the specific DOR and DOW interventions between 2009 and 2012, thus providing findings, conclusions and recommendations with a view to developing a strategic plan in the Catholic education sector. In accordance with common KZE/Misereor practice, the ToR for the evaluation have been established by the overseas partners, which meant two different ToR were written, one by DOW and DOR each. Summarising them and putting them together to one document of now only eleven pages was done by the German evaluator, before starting for the field trip. Without excluding and/or deleting respective contributions of each partner and thus maintaining a high level of authenticity and ownership, the final version of the ToR (see annex 3) contains a very high number of evaluation questions.

The evaluation used a highly participatory approach and was in line with the learning and accountability function of evaluations. Necessary information was gathered via application of the following methodological tools:

- Reviews of existing internal project documents;
- Reviews and discussions of school enrolment statistics of DOW and DOR and at national level;
- In-depth interviews and group discussions with key staff of the education departments of both DOR and DOW;
- Discussions with key staff of the Ministries of Education at national level in Juba and at State level in Rumbek and Wau;
- In-depth interviews with school headmasters and principles (approx. 12 interviews);
- Focus group discussions with primary and secondary school and ALP teachers; (6 group discussions with a total of approx. 35 teachers, among them only three female teachers);
- Individual interviews with male and female teaching staff;
- Class visits to primary, secondary and ALP schools, and kindergartens (in total more than 25 class visits);
- Intensive communication and interaction with pupils and students at all levels of primary and secondary school;
- Group interviews with ALP learners (four groups with almost 60 students);
- Group discussions with five representatives of Parent Teacher Associations (PTA);
- Visits to three government schools and schools, not under the responsibility of DOW and DOR including interviews with key staff (crosschecking).

For further detailed information please refer to the work plan in annex 1, and annex 4, contacted persons.

Any statistical methods like standardised questionnaires, surveys, and other instruments of quantitative data collection have been excluded due to time constraints (see chapter 0.3). Instead, in-depth conversations and discussions with individuals and groups constituted the most important sources of information. Consequently (i) gathering detailed information was rather time consuming, (ii) the total number of interviews did not allow to draw statistically relevant conclusions and (iii) the so called “gap of attribution” did only partly allow for analysis of a direct relation of DOW and DOR contributions to the current situation of an interviewee. However, all existing internal statistics (see tables in chapter 5) as well as the official Southern Sudan School Statistics, EMIS have been used for cross-checking.

During the whole field visit, the focus was constantly adapted to newly appearing critical issues. In such cases, intensive in-depth interviews with relevant key persons were held at short notice. At the end of the evaluation, the preliminary findings, conclusions and recommendations were presented by the evaluation team and discussed within a joint half-day debriefing workshop, held with DOR and DOW staff in Rumbek on Sunday, July 29th, 2012.
1. **Summary of the main results, conclusions and recommendations including an assessment of the following aspects**

1.1 **Short description of the project**

The Government of South Sudan is responsible for the decentralization and coordination of the national education systems of the federal states. However, the government cannot fully fund its own services.

Catholic schools are renowned for academic excellence with students and pupils constantly scoring in the top third in the national or state examinations. This contributed to 98% of students finishing school and continuing with further education.

The objectives of the current KZE/Misereor-funded projects of the diocese of Rumbek (DOR) and the diocese of Wau (DOW) can be summarised as follows:

- Maintaining high quality of education and teaching;
- Management of primary and secondary schools and accelerated learning programmes (ALP);
- Integration of Catholic education in government structures (rules, proceedings and regulations).

Both projects aim to contribute towards the development of the new nation of Southern Sudan through the improvement of its education system. This includes a contribution to the improvement of Catholic basic education for children in the coverage of the existing diocesan schools.

1.2 **Projects’ holder analysis**

The two legal holders are the diocese of Rumbek (DOR) and the diocese of Wau (DOW).

The DOR was headed for many years by a strong charismatic bishop who had a clear vision of the future of his diocese, especially regarding education. After his death one year ago, this loss led to deficits in terms of “mission” and “vision”, with regard to future perspectives of DOR.

DOR is mainly engaged in the sectors of health and education. Both sectors are structured and staffed as Departments. To a large extent, they operate independently from each other. Dependence on external funding is traditionally high.

Composition of DOR staff clearly shows that nearly all employed staff of the Education Department in Rumbek is from the Southern parts of South Sudan or has even been recruited in Kenya. Staff members are reluctant to bring their families to Rumbek, because of the weak social infrastructure. This leads to frequent absence for family visits and very high travel costs, particularly in the case of flights to Kenya and back. DOR maintains a coordination unit in Nairobi.

In DOW, the role of the bishop within the secular activities seems to be less influential. Instead of independent departments, three so-called sections are working under the direct responsibility of the Vicar General and the Development Coordination Unit. The three sections cover health, education and emergency aid. For five years, devel-
Development coordination has been strongly supported by an expatriate AGEH specialist who had a leading role in project management. In the meantime, he has been replaced by another AGEH consultant.

The staff situation - including teaching staff - is much better than it is in Rumbek, as a result of the presence of the university and the availability of many qualified part-timers (students and lecturers). The education section staff is locally recruited and assisted by a Catholic sister from Zimbabwe.

Both DOR and DOW have a large number of different funding sources at their disposal, the main one being the Italian Comboni Mission, but also many other European congregations and private donors as well as KZE/Misereor. Both dioceses try their best to access additional funding. The funding relations of both dioceses are highly complex. No detailed insight could be provided to an external evaluator. The dioceses themselves consider each other as competitors for funding, therefore transparency is only provided to a certain extent.

1.3 Analysis of situation and target group

The direct target group in DOR includes approximately 12,000 pupils of ten primary schools, 400 secondary school students, approx. 500 ALP-learners, and 221 primary school teachers and 30 secondary school teachers of the Diocese of Rumbek.

The parents of the pupils can be considered as an indirect target group. These parents live in DOR, mainly in rural areas. Most of them are earning their lives as cattle breeders or as small scale crop farmers. Families are part of different ethnic groups, depending on their livelihood source. This includes a high potential for conflicts, mainly related to their particular source of income. Consequently, violent ethnic clashes occur regularly.

The direct target group in DOW includes approximately 4,600 pupils of 13 primary schools and approx. 100 teachers of the Diocese of Wau.

Wau is the second biggest city of South Sudan. Approx. 50 % of the pupils' parents in Wau (an indirect target group) are farmers. For many years education in Wau was strongly influenced by Arab culture and teaching was done in Arabic.

1.4 Analysis and assessment of project preparation

The direct beneficiaries of this project were to be the primary, secondary, and ALP learners, teachers' trainees and the PTA executive members. Both projects have covered an impressively large spectrum and have an excellent approach which should be continued. It is a continuous challenge to cover all these beneficiaries with the number of available staff. Thus, almost all beneficiaries have genuinely benefited from the Catholic Church intervention. Still, some activities planned could not be realised fully, for instance the continuous teacher training and the ALP programme.

The project planning can seem confusing at a first glance. For both KZE/Misereor funded projects no detailed logical framework is available. However, condensed target catalogues are mentioned in both project contracts.
Comparing the major budget lines of both projects, they do not at all enable the dioceses to achieve at least some of the formulated expected results. The project goals and objectives, formulated in the project contracts with KZE/Misereor, are manifold and ambitious, whereas e.g. the DOW budget is only composed of payments of salaries of different groups of teachers. Therefore, from a more academic perspective, KZE/Misereor funding in DOR and DOW can be considered as part of a *basket funding*, to be used by the respective diocese as a *budget aid*.

1.5 Analysis and assessment of project implementation

DOR and in DOW conduct problem analyses of their target groups. Since the assessment concerns education programmes, impact can only be assessed completely after some time has passed. However, on the basis of observation, it can be said that a good proportion of the expected results have been achieved at project level i.e. increase of enrolment, relatively good quality of teaching, engagement of adults in the ALP programme, good collaboration with the state ministries of education officials as well as community participation at school level.

Generally, the initial objectives in DOW and in DOR have been realistic when they were formulated. But the vision of a new South-Sudanese government taking full responsibility of the Catholic education sector does not at all correspond to current developments in national politics.

1.6 Management and monitoring

Qualified professional staff is very scarce. In the northern parts of the country, the staff situation is even more difficult. The two dioceses are using two different measures to compensate these deficits:

**DOR** has chosen a rather efficient approach at very high costs: Steering and operation from an expatriate base in Nairobi, together with staff recruitment from far outside the diocese, sometimes even from Kenya and Uganda.\(^3\)

As one of the most important cities of South Sudan, Wau with its logistic facilities and qualified available staff enables **DOW** to make use of a much more locally based organisation at significantly lower costs.

However, due to extreme shortages of qualified professionals, high fluctuation among staff is common.

Both the project in **DOR** and the one in **DOW** have relatively accurate monitoring and ongoing statistical research components at their disposal. Should the focus be shifted more towards teacher training in future, the monitoring should include more qualitative indicators for the assessment of the results of the on the job trainings.

1.7 Project impact

Considering the impact of the two projects, the following key statements can be made:

\(^3\) During the civil war in Sudan most of the Catholic dioceses established bases for logistic and administrative support in Kenya. The DOR still maintains its coordination unit in Nairobi.
Situation of primary schools in **DOW**:
- The project covers 13 primary schools in DOW, excluding four autonomous ones. The total number of pupils amounts to 4,603 (2,612 boys and 1,991 girls).
- Since the total number of teachers is 97, one class includes an average of approximately 50 pupils. However, in reality there is a constant decrease from class 1 to class 8. At lower primary, one class often includes more than 100 pupils.
- The drop-out rate is not clearly visible in the provided enrolment tables because a number of (remote rural) schools stop after lower primary level (class 4).
- The drop-out rates in urban schools are significantly lower than in rural areas.
- Also the number of female teachers in urban areas is (relatively) higher than in rural ones, where there are no female teachers at all.
- Even though the average percentage of girls and boys is nearly balanced, the number of girls strongly decreases after lower primary due to early pregnancies and/or weddings.
- Once arrived in upper primary, only very few pupils leave school before passing their exam.
- Failing rates of the final exams are not more than approx. 2 to 3 %.

Teaching in DOW was done nearly exclusively in Arabic for a long period. The new South-Sudanese curricula do not longer allow this. Teaching language is now English. Even though this language change significantly hindered education, it must be underlined that class visits repeatedly showed a comparatively high level of understanding of the English language.

Situation of primary schools in **DOR**:
- The total number of pupils, covered by the project in DOR, is nearly double that of DOW.
- Also the number of pupils per school is almost double that of DOW.
- Many DOR schools are situated in very remote rural areas with very high demands for education.
- This is leading to drop-out rates of approx. 50 % between class 1 and class 8.
- Among girls drop-out rates are up to 80 %. This phenomenon is caused by the fact that there is a high number of pastoral cattle breeders in the rural DOR region. There, girls of a certain age are frequently called back by their families to live in their cattle camps.
- The percentage of school-age children without access to school in rural DOR regions is estimated to be around 60 % (as opposed to under 20 % in urban areas).

1.8 Conclusions
- Both projects have highly motivated and committed staff, in Rumbek as well as in Wau. However, the Rumbek education department is working more independently and with a significantly better qualified professional staff capacity.
Both projects in DOR and DOW have relatively accurate monitoring and ongoing statistical research components at their disposal.

On the whole, the budget lines of DOW and DOR were respected to a very large extent.

Catholic schools – at primary and secondary level – mostly perform better than government schools.

School fees of Catholic schools are considerably higher than the ones of government schools. But, there is no lack in demand at all. Even at a higher price Catholic schools attract lots of pupils due to the high quality teaching.

There is a very positive teaching atmosphere, in terms of ethical and moral standards, but at the same time in terms of discipline as well.

Compared to government schools, the success rates of Catholic school students are much higher, thus contributing as well to the very good reputation of the schools in DOR and in DOW.

Catholic schools are still free to define the levels of school fees and their use.

Teaching at Catholic schools for teachers is still more attractive compared to government schools, in terms of working conditions as well as monetary income.

The number of female students has significantly increased throughout the last years as a result of intensified support measures initiated by the schools. However, the number of female teachers is still extremely low.

There is a strong need of school books. This, together with the high number of pupils, implies a strongly blackboard-focused frontal teaching practice.

The teachers lack support. They are the only source of information for the class as yet. Resource centres for them and the students could solve this problem.

Drop-out rates are significantly higher in rural than in urban areas, particularly among girls (reason being: marriages, early pregnancies, etc.).

The DOW and DOR projects are pro-actively in close and permanent contact with all relevant government administrations at state level.

The former assumption that the new South Sudanese Government would take the responsibility of paying Catholic school teachers’ salaries is highly unrealistic.

There is no lobbying at national level for government support of Catholic schools at national and/or at state level.

Payment of teachers’ salaries of Catholic schools by the government is approx. 30 % (Lakes State, Rumbek) and not even 5% in Wau with a decreasing tendency.

The number of professional teaching staff with formal teaching licences is rather low (approx. 25 % at Catholic schools and even lower at government schools).

There is a bottleneck between P8 primary school alumni and available secondary school facilities.

At secondary school level, hardly any teaching staff with formal qualifications can be recruited on the “local market”.

From a financial perspective, all visited Catholic secondary schools are far below cost recovering.

Conclusions specific to the projects
The project in DOR

- KZE/Misereor is partly funding the construction of a Teacher Training Centre (TTC) in Cueibet, without any perspective of future funding of training activities. Expecting a financial contribution by the State government is unrealistic from the present perspective.
- The administrative hierarchy in all Catholic schools in DOR comprises a religious principal and the Head teacher. This unclear “dual leadership” causes many unfruitful conflicts.
- School fees of DOR schools can be defined individually per school, depending on the particular income situation, thus making a school into an independent “enterprise”.

The project in DOW

- The Arabic language was the only language of instruction at all the Catholic schools in Wau, Since the new school curriculum stipulates that English is the official language of any instruction this has constituted a massive challenge.
- School fees of DOW schools are determined (and collected) by the education section. Three different categories can be chosen. For any necessary investment a school has to apply to the education section.

1.9 Recommendations

General recommendations

- At national level, the position of a national education coordinator representing the interests of the Bishops’ Conference, is highly recommended for pro-actively representing the interests of Catholic education vis-à-vis the Ministry of General Education and Instruction (MoGEI, former MoEST).
- The common practice to upgrade self-recruited teaching staff through frequent on the job training should be improved, expanded to DOW, and then be periodically streamlined.
- Frequent and systematic intensified two-week trainings per Catholic school, provided by employed key staff of DOW and DOR, appear as the most appropriate instrument for a gradual compensation of deficient initial training.
- The common practice of sending teachers of Catholic schools to training during their holidays should be kept on.
- Equipping schools and classrooms with more didactic materials is highly recommended (maps, poster, charts, games etc.).
- ALP courses of four years, solely based on condensed primary school curricula, should not be applied for adults. They could be shortened (e.g. three months per course module), condensed, and focused on concrete lifeskills.
- For maintaining quality education and high reputation, the number of pupils per class should be restricted to 60 in lower and 50 in upper primary education. Financial losses should be compensated through increasing school fees.
- Catholic schools can determine their registration fees independently, irrespective of registration fees of government schools. This contributes towards the autonomous running of Catholic schools and should be maintained.
- Since an erratic salary structure seems to remain the norm, there is a need to standardise the salary grade of all the Catholic schools in the two dioceses to avoid teachers’ turnover.
• Continuous investment in secondary schools that are not cost-covering (p. ex. through 100 % “imported” teachers) must be reduced gradually.
• A frequent exchange of lessons learned between the education departments of DOR and DOW, at least once per school term, is strongly recommended.

Recommendations specific to the projects

Recommendations to the DOR project
• Ongoing funding of the TTC should be clearly related to the existence of a detailed master plan, including detailed, strong, and solid cost-recovery measures.
• “Dual leadership” in DOR schools should be replaced by one clear responsibility.
• The on the job teachers’ training in DOR should be maintained and intensified.

Recommendations to the DOW project
• After the activities funded by KZE/Misereor so far (exclusively payment of teacher salaries) a future project concept for DOW should consider and follow the DAC principles⁴ instead of providing subsidies only:
  o Relevance: To which extent do the stated objectives correctly address identified problems and real needs?
  o Efficiency: How well have activities transformed the available resources into the intended results, in terms of quantity, quality and timeliness?
  o Effectiveness: Have the planned benefits been achieved and received by the beneficiaries?
  o Sustainability: Are the positive outcomes likely to continue after external funding ends?

Using the logical framework approach would then be highly recommended.
• In DOW, on the job teachers’ trainings should be introduced as soon as possible.
• Therefore, the DOW education team should be completed by an experienced teacher’s trainer in the near future.

⁴ The Organisation for Economic Co-operation and Development (OECD) operates the Development Assistance Committee (DAC) as a forum for selected OECD member states to discuss issues surrounding aid, development and poverty reduction in developing countries.
2. Analysis of situation and target group

2.1 General background of South Sudan

Sudan has experienced one of the longest civil wars in Africa, which was brought to an end in January 2005 with the signing of the Comprehensive Peace Agreement (CPA) between the Government of Sudan (GoS) and the Sudan People’s Liberation Army/Movement (SPLA/M). On January 9th, 2011, a referendum was held to decide the future status of South Sudan and was concluded with an overwhelming vote of 98 percent in favour of independence. Thus South Sudan seceded from the Republic of Sudan to form a separate country.

According to the South Sudan Development Plan (2011-2013), South Sudan’s total population is estimated at approximately 8.2 million with a population growth rate of 2.1 % per year. 51 % of South Sudanese live below the poverty line. 83 % of the population lives in rural areas. 80 % of poor households depend on agriculture for their livelihood.

Oil production accounts for 80 % of South Sudan’s economy and provides the state with 98 % of its revenues. In January 2012, South Sudan suspended and shut down oil production. This has caused a dire reduction in its gross domestic product, a massive depreciation of its currency and an exponential rise in inflation. It has started to cause a threat to most of the impressive development gained, such as the rise in school enrolment and fall in child death rates. There are reports of teachers moving to others jobs which are seen to be more secure. This further depletes a small pool of teachers in a country where there is only one teacher for every 120 children in school.

It should be noted that the adult literacy rate in South Sudan is very low. According to the New Sudan Centre for Statistics and Evaluation/UNICEF, the estimated adult literacy rate is approximately 37 % for males and 12 % for females. Unemployment and underemployment rates are high, with little formal sector employment. In 2008, 53 % of the working population in Southern Sudan were unpaid family workers and only 12 % were paid employees. Therefore, there is an urgent need to establish and build schools, training centres for literacy, life skills, psycho-social support, and career guidance. In addition, the provision of vocational training courses such as agriculture, livestock management, carpentry, building and construction, tailoring and mechanics, is necessary.

Consequently, the education system in South Sudan should be holistic, comprehensive, and should aim to address the psychological, social and economic dimensions of post-conflict recovery.

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5 Global Development: Bill & Melinda Gates Foundation, Guardian, UK, 9th July 2012
2.2 National framework conditions relevant to the evaluated projects

South Sudan is divided into ten federal states with diverse social, cultural, religious and linguistic backgrounds. The recently ended civil war caused immense damage to South Sudan society, the destruction of social structures and education. All states in South Sudan lack school buildings, teaching materials, and especially qualified teachers, as stated in the EMIS data 2011 for the two states Lakes and Western Bahr El Ghazal (WBG).

The following table shows the number and percentage of primary and secondary school teachers by professional qualification and state in 2011. The table mentions in the different columns (i) formally graduated teachers, (ii) the ones, receiving a pre-service training of generally two months, (iii) others, receiving on the job training and (iv) the rather high number (almost 50 %) of those without any or unknown teacher training.

<table>
<thead>
<tr>
<th>State</th>
<th>Section</th>
<th>Total</th>
<th>Diploma</th>
<th>Pre-service</th>
<th>In service</th>
<th>untrained</th>
<th>unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakes</td>
<td>Primary</td>
<td>2,056</td>
<td>118</td>
<td>210</td>
<td>646</td>
<td>761</td>
<td>321</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>122</td>
<td>47</td>
<td>15</td>
<td>19</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>WBG</td>
<td>Primary</td>
<td>1,511</td>
<td>209</td>
<td>222</td>
<td>321</td>
<td>321</td>
<td>438</td>
</tr>
<tr>
<td></td>
<td>Secondary</td>
<td>330</td>
<td>153</td>
<td>19</td>
<td>24</td>
<td>30</td>
<td>96</td>
</tr>
</tbody>
</table>


The table below clearly shows numbers and percentages of non-government primary schools as compared to government primary schools from 2009 to 2011. It is interesting to see the differences between the figures of Lakes State and Western Bahr El Ghazal (WBG), which might be the result of different quantities of Catholic missions per state.

<table>
<thead>
<tr>
<th>State</th>
<th>Year</th>
<th>Total</th>
<th>Govt.</th>
<th>Non-Govt.</th>
<th>Govt. %</th>
<th>Non-govt. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakes</td>
<td>2011</td>
<td>286</td>
<td>256</td>
<td>30</td>
<td>89.5</td>
<td>10.5</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>300</td>
<td>285</td>
<td>15</td>
<td>95.0</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>281</td>
<td>273</td>
<td>8</td>
<td>97.2</td>
<td>2.8</td>
</tr>
<tr>
<td>WBG</td>
<td>2011</td>
<td>150</td>
<td>107</td>
<td>43</td>
<td>71.3</td>
<td>28.7</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>139</td>
<td>94</td>
<td>45</td>
<td>67.6</td>
<td>32.4</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>128</td>
<td>100</td>
<td>28</td>
<td>78.1</td>
<td>21.9</td>
</tr>
</tbody>
</table>


The figures above show the accomplishments of the National government, which has placed education high on its construction and development agenda, with priority on expanding access to education, improving the quality and promotion of gender equality and social change. It is remarkable that the percentage of girls accessing schools in Lakes State is almost half that of male pupils (i.e. 32.1 % compared to 67.1 %) and in Western Bahr El Ghazal it is 38.6 % females and 61.4 % males (EMIS data 2011). Drop-out rates among schoolgirls remain high in both states.

In South Sudan, the interim constitution and the education policy designated English as the official language of instruction and business, instead of Arabic. Therefore, to implement the new South Sudan curriculum, all teachers and pupils are in the process of taking intensive English language courses. Discussions with the Director of
Curriculum Development and the Director of Primary Schools at the RSS Ministry of General Education and Instruction (MoGEI) were fruitful and clearly lined out the background to the current trend of education in the post-independence era. The current curriculum (called the “new curriculum”) was already been developed in 1994. Hence, it does not differ much from the old curriculum. If it were to be reviewed now, only particular themes and aspects, such as conflict resolution, environment and gender issues etc., would have to be added to provide relevant and holistic education to the New Nation. Nevertheless, the Director of Curriculum Development acknowledged that no comprehensive evaluation has been done to measure the strengths and weaknesses of the new curriculum, though it has been supported by new books with the content of South Sudan.

On the issue of quality and scarcity of qualified teachers, the Director of Primary Education at the MoGEI remarked that although the State ministries will be in a position to recruit teachers and employ them at public schools, no clear policy has been developed regarding employment or payment of teachers working at private and/or church-based schools. This is stated in the EMIS data 2011, according to which only 68.2 % of the teachers in primary schools and 31.8 % in secondary schools are on the government payroll in Lakes state while only 55.2 % of the primary teachers and 44.8 % in secondary are on the government payroll in Western Bahr El Ghazal.

Nevertheless, the Lakes State Ministry of Education still supports approximately 25 % of the teachers at the Diocesan’s schools in Rumbek, Yirol and Mapourdit. However, this is very different to the situation in Western Bahr El Gazal State, which supports less than 5 % of the teachers at all diocesan schools.

2.3 The role of the South Sudanese government in formal education

The Government of South Sudan has the main responsibility in the decentralization of powers and in the coordination of the national education systems of the states, counties and Payams (municipalities). However, the government cannot fully fund its own services. This places donors in a crucial position with regard to the development of education. Hence, they play a major role in supporting and shaping South Sudan’s education system.

The government of South Sudan also formulates policy guidelines for the State Ministries of Education to facilitate the execution of all functions related to teacher management. These may include training of teachers, improvement of curricula that will promote conflict mitigation, reconciliation, and understanding of democratic rights, as well as increased access to quality education. However, most schools in the different states do not follow a common curriculum, but rather use whatever resources are readily available. Many schools that can provide curriculum based schooling continue to teach or follow the Sudan, Ugandan or Kenyan curricula which they were using in the past. This might be due to the slow pace of training teachers to use the already existing unified curriculum. This contributes to the difficulty to determine the level of the children’s education in South Sudan.

As there is still a scarcity of qualified teachers in South Sudan, the government has a pivotal role in reaching agreement with relevant partners, where necessary for the
recruitment of expatriate teachers and other staff in the state Ministries of Education in order to deliver and provide capacity building to the national staff.

As a result of the war, violent incidents are a frequent occurrence and lives are strongly influenced by tribal differences, which makes introduction of peace education advisable. This means that the areas of instruction (i) peace, (ii) civic and (iii) citizenship education should to be promoted, thus helping to build the knowledge and skills that citizens need to become responsible. This should be provided as integral part of formal education by the government in primary and secondary schooling.

2.4 Catholic education in South Sudan

The Roman Catholic Church began its work in Sudan in 1842. A first engagement in today’s South Sudan was documented in 1919 at Gondokoro (Rajaf) in the present Juba County. The Catholic Church played a great role in the building of schools. They used education as a tool for evangelisation and liberation from ignorance. Most of the prominent leaders of South Sudan were educated at Catholic schools. The Catholic schools have been seen as offering modern system of education with an excellent reputation of providing good moral values and high quality learning. This laid the foundation for the future of the independence of South Sudan.

Today, Catholic schools are therefore regarded to be the best in the nation, offering quality education. They offer a unique opportunity to nurture spiritual values with students. This is done and constantly reinforced, not only in class, but throughout the curriculum. Most Catholic schools are expensive. However, many parents believe that they offer superior education, which justifies their tuition costs. Most Catholic schools still generate their own funding which typically comes from a variety of sources.

Catholic schools are renowned for academic excellence with students/pupils constantly scoring in the top third at national or state examinations, two examples being St. Daniel Comboni Rumbek and John Paul II in Wau. Hence, this contributed to 98% of students finishing their education and continuing with further education. Most Catholic schools visited exhibited a high level of teaching, which is a result of committed teaching staff that has been carefully selected and well-equipped to teach important values.

Catholic schools are still considered by many parents to instil positive behaviour and values of justice, truth, love, and forgiveness. Schools like St Daniel Comboni Rumbek, St. Daniel Comboni Yirol, St. Daniel Comboni Primary and Secondary Mapourdit, Loreto Girls Secondary school Rumbek, Don Bosco Primary and Secondary schools in Tonj, John Paul II Wau, St. Mary Primary Wau, Jebal Khier Primary Wau and Loyola Secondary school Wau, are seen to be model schools because they are forming an integral part of the church community which exhibits a high level of discipline and behaviour whereby pupils and students from different ethnic backgrounds are able to show that they can learn together in a peaceful environment without bringing in their tribal differences or conflicts. Pupils and students at the Catholic schools are always involved in a range of educational activities, which prepare them to play a full role in society when they leave school.
2.5 Assessment of framework conditions on project level

2.5.1 Primary education

Primary education constitutes the first cycle of eight years of the formal academic track and is further divided into lower primary (P1-P4) and upper primary (P5 to P8). However, opportunities for primary education remain rare, particularly outside urban areas, and many children have to walk several kilometres to reach the nearest school. Most class sizes are large, (averaging 80 to 100 pupils to one teacher), and there is a high rate of drop-outs among children, due to family obligations and social constraints that prevent them from accessing education. Girls constitute 80% of drop-outs. In Wau, however, the drop-out rate is only 30% for girls.

Teachers at most of the primary schools in the two states of Lakes and Western Bahr El Ghazal generally lack the capacity to provide good-quality teaching. An assessment in 2011 by EMIS reveals that 56.9% of the teachers in Lakes State and 41.1% in Western Bahr El Ghazal have no formal training. Hence, despite of the growing focus on formal training, the number is likely to remain high for some years.

The high drop-out rate of children in Catholic schools of the two dioceses of DOR and DOW indicates (wieso indicates?) that primary education is often disrupted by tribal conflicts or returnees.

In Lakes State most of the primary schools operate without offering meals (only 34% provide meals), while in Western Bahr El Ghazal 60% offer meals, which is an incentive for attending school, thus leading to high rates of enrolment. The UN’s World Food Programme still distributes food for school nutrition. However, this does not reach all places and is limited to rural areas.

It should be noted that at only half of operating schools (especially in remote rural areas) lessons take place in a school building while at the other half teaching is still done out in the open. During rainy seasons, the open air schools remain closed.

2.5.2 Secondary education

Secondary education covers a period of four years and consists of four categories of schools, (i) the national, (ii) science, (iii) commercial and (iv) academic schools. Funding of national and science secondary education is under the MoGEI (RSS). Funding and management of commercial and academic secondary schools is the responsibility of the SMoE. However, the number of secondary schools is limited in all States, thus the increasing number of enrolment in the primary sector will result in excessive influx in secondary schools. Most secondary schools in South Sudan still rely much on Sudanese, Ugandan, and Kenyan curricula to prepare their students for the final examination to access university education. From 2014 onwards new regulations for South Sudan examination certificates will be binding country-wide for all secondary schools. Some federal states have already started applying these examinations last year.

In DOR and DOW access to secondary education is extremely limited. Rumbek has two secondary schools, St. Daniel Comboni Mapourdit and Loreto Girls, and Warap
has Don Bosco Secondary while in Wau, there are John Paul II Secondary and Loyola Secondary with more than 1,000 students in total at all the schools mentioned. The lack of qualified national teachers still poses a challenge. Most teachers in the DOR secondary schools are from Kenya or Uganda, while in DOW they have the advantage of being able to hire teachers from Bahr El Ghazal University as part-timers.

Because most secondary students in DOW come from an Arabic background, beginners of secondary schools are attending preparatory classes for one year (e.g. in Jesuit Loyola Secondary School) to upgrade their level of English prior to joining senior one.

2.5.3 Accelerated learning programmes, ALP

The Accelerated Learning Programme is designed to provide alternative and faster basic education for older children and youth of 12 to 18 years of age to enable them to catch up with their peers already enrolled in formal primary education programmes. It adopts the eight years of primary school curriculum, but with its contents restricted in such a way that those enrolled will take four years to complete the same course. This type of learning provides equal opportunities to its target group to acquire knowledge, skills, attitudes, values and life skills which will enable them to express themselves, be disciplined as well as self-reliant. ALP also provides for continuous learning. As a result of the civil war, most of the population who were in the liberated area missed formal education, so the programme encompasses all categories of such individuals. In DOR, there are six centres with 488 enrolled students. The classes are conducted in the afternoon hours at all levels (1 to 4). The learners are from different backgrounds, for example from Arabic backgrounds, wounded soldiers, drop-out girls, and those who missed registration for formal education. The age of the learners is between 12 and 45. The learners expressed satisfaction with the facilitators, and most are very motivated to gain knowledge.

2.6. Target group and socio-cultural and socio-economic factors

The direct target group in DOR includes approximately 12,000 pupils of ten primary schools, 400 secondary school students, approx. 500 ALP-learners, and 221 primary school teachers and 30 secondary school teachers of the Diocese of Rumbek (see chapter 5.1).

The parents of the pupils can be considered as an indirect target group. These parents live in DOR, mainly in rural areas. Most of them are earning their livelihood as cattle breeders or as small scale crop farmers. Families are part of different ethnic groups, depending on their occupation. This includes a high potential for conflict. Violent ethnic clashes are consequently regular periodic events.

The direct target group in DOW includes approximately 4,600 pupils of 13 primary schools and approx. 100 teachers of the Diocese of Wau.

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7 The traditional African conflict occurs between settled crop farmers and pastoral cattle keepers. Cattle herds, moving to grazing grounds, cross cultivated farmland. Different sources of living mostly include different ethnic affiliations and different types of self perception.
As the second biggest city of South Sudan, Wau is highly dependent on trade. At the same time, many civil servants earn their lives as employees of the state government. The indirect target group of the project, the pupils’ parents in DOW, are only to a certain extent farmers (approx. 50 %). Even after the introduction of English as the only teaching language, daily life in Wau and its rural surroundings is strongly related to Arabic language and Arabic culture.
3. Project context

3.1 Brief description of specific socio-economic conditions and structures

The two dioceses of **Rumbek and Wau** are situated along the road axis Juba - Khartoum (approx. 1,200 kilometres). Rumbek is situated approximately 400 kilometres north-west of Juba, Wau at more or less half of the distance to Khartoum. The Juba – Khartoum axis constitutes the only channel of supply. It became a dead end road after the border between the two independent states of North and South Sudan was closed, which led to a change of direction of the flow of commodities from the north to the south. Effects include a serious decrease in trading and traffic, shortages of goods and significantly increased consumer prices, which in turn leads to decreasing household incomes. Rehabilitation of the collapsed market structures is not yet in sight.

**Map of South Sudan**
(Red lines show the state boundaries)

Compared to **Rumbek** with its character of a sprawling village, surrounded by a cattle breeding population, **Wau** appears much more as an urban centre with its university and numerous trading enterprises. Even with a Muslim minority of only 15 % Wau seems to be strongly marked by an Arabic influx of the North. The Arabic language is still considered to be the main language in business, as it used to be in education and teaching.
In terms of their number, coverage of Catholic schools in DOR is much higher than in DOW. In addition, DOR schools are ranging over a distance of more than 200 kilometres, whereas DOW schools are less numerous than in Rumbek and they are mainly situated in the city of Wau and its surroundings.

3.1.1 Organisational structures of DOR and DOW

Neither DOR nor DOW were able to provide the evaluation team with clear and updated organograms of the diocesan working structures at short notice. It seems therefore appropriate just to point out similarities and main distinctions between the two dioceses.

DOR was headed for many years by a strong charismatic bishop who had a clear vision of the future of his diocese, especially regarding education. After his death one year ago, this loss led to considerable deficits in terms of “mission” and even more of “vision” with regard to future perspectives of DOR. The diocese awaits the nomination of a new bishop.

At secular working level, DOR is mainly engaged in two sector: health and education. Both sectors are structured and staffed as Departments. To a large extent, they operate independently from each other. Dependency on external funding (various congregations in Europe, the EC, Horizont3000 from Austria, KZE/KZE/Misereor etc.) is traditionally high.

Nearly all employed staff of the Education Department in Rumbek is from the Southern parts of South Sudan or has even been recruited in Kenya. Staff members are reluctant to bring their families to Rumbek, because of the weak social infrastructure. This leads to frequent absence for family visits and very high travelling costs, in particular in the case of return flights to Kenya (more than 950 USD per return flight).

DOR maintains a coordination unit in Nairobi. Besides the education coordinator and an administrator, an expatriate specialist of the Association for Development Cooperation (AGEH) is in charge there for financial and organisational issues.

In DOW, the role of the bishop within the secular activities seems to be less influential. Instead of as independent departments, the three sections are working under the direct responsibility of the Vicar General and the Development Coordination Unit. The three sections cover health, education and emergency aid. For five years, development coordination has been supported intensively by an expatriate AGEH specialist with a leading role in project management (preparing project proposals, acquisition of external funding, financial management etc.). In the meantime, he has been replaced by another AGEH consultant.

The staff situation - including teaching staff - is much better than it is in Rumbek, as a result of the presence of the university and the availability of many qualified part-timers (students and lecturers). The education section staff is recruited locally and assisted by a Catholic sister from Zimbabwe.
3.1.2 Readjustments and changes

There have been no changes in DOR in terms of goal and objectives, period of implementation and available project budget.

As a result of the remaining unspent budget in DOW, a no-cost extension of the funding period until the end of 2012 was decided. Thereby the initial implementation period of 24 months (April 2009 to March 2011) was extended by 21 months (see expenditure overview in chapter 5.1).

3.2 Main work focus of currently running projects

From a global perspective, it can be said that both the diocese of DOR and the dioceses of DOW have a number of different funding sources at their disposal, the main one being the Italian Comboni Mission, but also many other European congregations and private donors as well as KZE/Misereor. Both dioceses try their best to access additional funding. Because of their more professional set-up, including the permanent representation in Nairobi, DOR can be considered to be more advanced than DOW so far. After the recent completion of an EC-funded project, an application for a new project was submitted to the EC. But DOW has also prepared a detailed project proposal for continued KZE/Misereor support beyond 2012.

The funding networks of both dioceses are highly complex. No detailed insight could be provided to the external evaluator. The dioceses even consider each other as competitors for funding, therefore transparency is only offered to a certain extent.

The aims of all currently running projects of DOR and DOW can be subsumed as follows:

- Maintaining a high quality of education and teaching
- Management of primary and secondary schools
- Integration of Catholic education in government structures (rules, proceedings and regulations).

3.3 Project planning

Project planning can seem confusing at first glance. Although for both KZE/Misereor funded projects in DOW and DOR no logical framework exists, condensed target catalogues are mentioned in both project contracts. But the overall goal of Rumbek could be used as an overall goal for both projects, as it is abstract and the projects can only partly contribute to its achievement. Therefore, developing a detailed work plan and listing scheduled activities, including indicators per activity and especially for the project objectives is highly recommended for future project planning.

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8 The Windle Trust project for teacher training as a one-off intervention in DOW is not considered in this context.
9 Using the logical framework approach is not common practice for KZE/Misereor funded projects.
Comparing the major budget lines of both projects to the objectives, they do not facilitate achievement of at least some of the formulated expected results (see expenditure overviews in chapter 5). The project concepts, formulated in the project contracts with KZE/Misereor, are manifold and ambitious, whereas e.g. the DOW budget is only composed by payments of salaries of different groups of teachers. Therefore, from a more academic perspective, KZE/Misereor funding in DOR and DOW can be considered as part of a basket funding, to be used by the respective diocese as a budget aid.

3.4 Personnel and management

Qualified professional staff is very scarce.. In the northern parts of the country, the staff situation is even more difficult. The two dioceses are using two different methods to compensate for these deficits:

**DOR** has chosen a rather efficient approach at very high costs: Steering and operation from an expatriate base in Nairobi, together with staff recruitment from far outside the diocese, sometimes even from Kenya and Uganda.

As one of the most important cities of South Sudan, Wau with its logistic facilities and qualified available staff enables **DOW** to make use of a much more locally based organisation at significantly lower costs.

However, due to extreme shortages of qualified professionals, high fluctuation among staff is common. Especially international NGOs are very attractive employers for qualified staff.

3.5 Financial management structure and decision-making procedures

The financial management of DOR is conducted from Nairobi. Financial management in DOW is under the responsibility of the Vicar General. Due to the number of different funding resources, the total financial management is not transparent to an evaluator, **neither in DOW nor in DOR**. This also applies to related decision-making procedures.

3.6 Monitoring and evaluation system

Both projects in **DOR** and **DOW** have comparatively accurate monitoring and ongoing statistical research components at their disposal (enrolment of students, availability of teaching staff etc.). Data and information gained from this set-up are efficiently and systematically used for updating and re-adjustment of project management. In case the focus shifts towards teacher training in future, monitoring should be adapted to include more qualitative indicators for the assessment of the results of provided on the job trainings.
4. Analysis of the projects’ relevance and impact

4.1 Assessment the projects’ relevance

DOR and in DOW conduct analyses of the needs and problems of their target groups. Since we are considering education programmes, impact can only be shown clearly after a number of years. However, on the basis of observation, it can be said at this stage that a good proportion of the expected results have been achieved at project level i.e. increase of enrolment, relatively high quality of teaching, engagement of adults in the ALP programme, good collaboration with the state ministries of education officials as well as community participation at school level.

The project in DOR, for example, is perceptibly influenced by the intervention of the State Ministry of Education, because 25% of the teachers are on government pay list. A number of high-ranking members of the new government of South Sudan, such as the State Minister and the Director General in Lakes State MoE, have been students at Catholic schools. Thus, built-up trust and knowledge of the working principles of Catholic schools constitute a strong added value in terms of support by government officials, which is an important contribution towards the successful implementation of the project.

As direct beneficiaries of the two projects were mentioned the primary, secondary, and ALP learners, teachers’ trainees and the PTA executive members. Both projects have covered an impressively large spectrum and have an admirable approach which should be continued. To cover all these beneficiaries with the number of staff available is an ongoing challenge. Almost all beneficiaries have genuinely benefited from the Catholic Church intervention. Still, some activities planned could not be realised fully, for instance the continuous teacher training and the ALP programme. This is the result of a delayed recruitment of a qualified Kenyan teacher trainer and of unavailability of teaching staff for ALP courses in DOR.

It proved to be difficult to discover unintended effects on the projects’ beneficiaries, both in DOR and DOW.

4.2 Methodological approach

As a result of the civil war, in most of the communities, the social structure suffered considerably. Especially in the northern parts (e.g. DOW) the new curricula do no longer allow formal education related to the policy of Islamisation and Arabisation. This prompted the Catholic Church to set up social institutions in order to address most of the challenges in society, among which the renovation and re-building of primary schools’ structures.

To cater for the over-age children, the Catholic schools in DOR offer ALP classes in the afternoon for those who lack formal education, child soldiers, and girls who dropped out because of early pregnancy as well as those who missed the opportunity to join school at an earlier age. DOR Catholic schools also offer mentoring and advocacy programmes to address the issue of gender and girl child education.
The issue of tribal conflicts which is very common in the two dioceses was addressed through the introduction of peace education at most of the Catholic schools. Most children are learning to respond in a non-violent and non-aggressive manner to their peers, which is an attitude needed for a democratic society.

It is remarkable that most of the teachers from Arabic background were given intensive English course to perfect their language of instruction in a short period of time. The language trainings were complemented by on the job teacher trainings. Thus, at most schools, the lack of professional teachers could be alleviated to some degree.

The problem of overcrowded classes was reduced considerably by the construction of more adequate learning space at several of the schools visited. This has led to an increase in enrolment.

**DOR and DOW** schools work closely with the authorities, both at the SMoE and at county level. They take part in coordination meetings, they have signed memoranda of understanding (MOU) on integrating government policies. This shows how well they are in touch with the trends and policies of the government. All Catholic primary schools in both dioceses follow the same government academic calendar. It should be noted that the SMoE authorities still recognise the excellent education offered by Catholic schools and allow them to operate independently. However, inspectors are sent to supervise the programmes of Catholic schools as well.

### 4.3 Assessment of project impact

In general, Catholic schools seek to provide a balanced and holistic education that enables students to develop their full potential, take their place in society and contribute to the common good. The good reputation of Catholic Primary schools (CPS) remains constant in most communities, who still believe CPS to be offering good quality education with adequate learning space to accommodate the enormous number of enrolled children. In addition, the communities view CPS as the only institutions that prepare children to and build constructive relationships so that they can live in peaceful co-existence. Parents’ representatives and teachers underlined repeatedly that Catholic primary schools equip children with the knowledge, skills, attitudes and values that are fundamental for any society.

The Catholic schools foster healthy social awareness. Through debates and exercises pupils explore issues such as conflicts, justice, tolerance and reconciliation. However, the increasing number of children in the schools, the alarmingly high rate of girls dropping out of schools, and the lack of qualified teachers still pose a challenge to the communities.

Therefore, the future remains uncertain and has to be planned for. Without good education (i.e. adequately trained teachers, proper learning space, sufficient furniture and learning materials), no community can progress in its development. That is why most Catholic primary schools are crucial for the communities of the two dioceses.

The following table shows (from the evaluators’ perspective) to what extent predefined project results, mentioned in the initial project concepts, have been achieved so far. This table provides an estimate only and does not reflect any statistical survey.
**Estimated project impact**

- The quality of education for increasing numbers of children has improved.
- The increasing number of pupils did not lead to a decrease of the quality of education.
- The number of children who can start secondary school has risen.
- Teachers of church schools perform good quality teaching.
- Teachers of church schools are encouraged to remain on a long-term basis.
- Staff of the dioceses education sections perform good quality management.
- Communities are actively involved in the development of the schools.
- The number of active Parent Teacher Associations has risen.
- The project has a perceptible influence on the state ministries of education.
- The project has a perceptible influence on the national ministry of education.
- Church schools “bridge the gap” until the Government is able to assume the responsibility of paying the teachers.
- Teachers’ salaries are paid by government.
- Teachers’ salaries will be paid by government in future.
5. **Analysis of project implementation in terms of effectiveness and efficiency**

5.1 **Assessment of the cost - benefit ratio and school enrolment statistics**

On the following pages the school enrolment statistics of **DOW and DOR** are represented. In this chapter, only some selected key insights shall be mentioned and conclusions per table shall be drawn.

**Enrolment statistics of primary schools in DOW:**

- The table shows the enrolment statistics of 13 primary schools in DOW, excluding the four autonomous ones (without project intervention) (see last row of the table). The total number of pupils amounts to **4,603 (2,612 boys and 1,991 girls)**.
- The total number of teachers is 97, therefore, one class includes an average number of 50 pupils. However, in reality there is a constant decrease in number from class 1 to class 8. At lower primary, one class often includes more than 100 pupils.
- The drop-out rate is not clearly visible in the enrolment table because a number of (remote rural) schools stop after lower primary level (class 4).
- The drop-out rates in urban schools are significantly lower than in rural areas.
- Also the number of female teachers in urban areas is (relatively) higher than in rural ones, where there are no female teachers.
- Even though the average percentage of girls and boys is nearly balanced (43 % girls and 57 % boys), the number of girls strongly decreases after lower primary (due to early pregnancies and/or weddings).
- Once having arrived in upper primary, only very few pupils leave school before passing their exam.
- Failing rates of the final exams are not more than approx. 2 to 3 %.

For a long time, teaching in DOW was done nearly exclusively in Arabic. The new South-Sudanese curricula do no longer allow this. The teaching language is now English (after the regional mother tongue at the very beginning, from primary 4 onwards English is the teaching language). Even though this language change significantly hindered education, it must be underlined that class visits repeatedly showed a comparatively high level of understanding of the English language.
### School Enrolment Statistics, Primary Schools DOW 2012

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Teachers</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Tot. boys/girls</th>
<th>Total</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>West. Bahr El Ghazal</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. John Paul II                 | 18             | 48      | 28      | 34      | 47      | 43      | 46      | 51      | 43      | 40 34 60 33 40 23 84 20 | 400   | 274 | 674 59 41
| 2. Jebel Kheir                  | 18             | 62      | 64      | 60      | 55      | 55      | 45      | 56      | 42      | 54 43 27 25 27 15 16 11 | 357   | 300 | 657 54 46
| 3. St. Michael                  | 16             | 45      | 48      | 47      | 46      | 37      | 40      | 34      | 29      | 46 23 23 17 12 10    | 244   | 213 | 457 53 47
| 5. St. Paul                    | 9              | 56      | 48      | 62      | 71      | 63      | 39      | 40      | 38      |                |       |     |     |
| 6. St. Raphael                  | 9              |         |         |         |         |         |         |         |         | 56 38 68 16 72 18 76 17 | 272   | 196 | 417 53 47
| 7. St. Thomas - Agok            | 8              | 25      | 18      | 32      | 25      | 19      | 22      | 22      | 8       |                |       |     |     |
| 8. St. Mary - Ngodakala         | 4              | 33      | 36      | 24      | 12      | 26      | 21      | 22      | 15      |                |       |     |     |
| **Northern Bahr El Ghazal**     |                |         |         |         |         |         |         |         |         |                  |       |     |     |
| 9. St. Ter. - NyamlieI          | 10*            | 66      | 95      | 31      | 40      | 29      | 14      | 19      | 18      | 20 6 32 6 13 1 20 4 | 230   | 184 | 414 56 44
| 10. St. Jos. - Marial Bai       | 10*            | 32      | 27      | 35      | 44      | 25      | 20      | 30      | 9       | 22 13 26 13 19 2 6 3 | 195   | 131 | 326 60 40
| 11. St. Mary - Makuei           | 6*             | 32      | 24      | 18      | 2       | 8       | 3       | 9       | 0       | 5 0 0 5 0 5 0 5 0 0 | 72    | 29  | 101 71 29
| 12. St. Denis - Ariath          | 3*             | 56      | 72      | 12      | 8       |         |         |         |         | 68 80 148 46 54     |       |     |     |
| 13. Comboni - Gordhim           | 16*            | 66      | 43      | 69      | 78      | 66      | 42      | 48      | 40      | 45 38 47 28 40 28 43 20 | 424   | 317 | 741 57 43
| **Total**                      | **97**         | **574** | **553** | **466** | **480** | **345** | **305** | **308** | **226** | **279 176 255 127 183 69 202 55 | **2,612** | **1,991** | **4,603** 57 43
| **Total of DOW Catholic primary schools** | **169**     | **840** | **771** | **721** | **641** | **531** | **614** | **505** | **531** | **360 437 289 398 208 340 107** | **4,522** | **3,484** | **8,006** 56 44

* Estimates

Source: DOW, July 2012
### School Enrolment Statistics, Primary Schools DOR 2012

<table>
<thead>
<tr>
<th>School</th>
<th>No. Of Teachers</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Tot. boys/girls</th>
<th>Total</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lakes State</strong></td>
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</tr>
<tr>
<td>1. Agangrial</td>
<td>22</td>
<td>77</td>
<td>85</td>
<td>63</td>
<td>65</td>
<td>63</td>
<td>36</td>
<td>62</td>
<td>24</td>
<td>60 20</td>
<td>38</td>
<td>44</td>
<td>19</td>
</tr>
<tr>
<td>2. Bunagok</td>
<td>14</td>
<td>53</td>
<td>22</td>
<td>9</td>
<td>41</td>
<td>20</td>
<td>45</td>
<td>7</td>
<td>35</td>
<td>58 22</td>
<td>18</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>3. Mapuordit</td>
<td>33</td>
<td>148</td>
<td>100</td>
<td>155</td>
<td>85</td>
<td>130</td>
<td>110</td>
<td>121</td>
<td>60</td>
<td>130 35</td>
<td>111</td>
<td>29</td>
<td>79</td>
</tr>
<tr>
<td>4. St. Daniel</td>
<td>14</td>
<td>67</td>
<td>60</td>
<td>54</td>
<td>49</td>
<td>56</td>
<td>41</td>
<td>58</td>
<td>22</td>
<td>72 23</td>
<td>74</td>
<td>13</td>
<td>71</td>
</tr>
<tr>
<td>5. Rumbek</td>
<td>28</td>
<td>165</td>
<td>129</td>
<td>121</td>
<td>124</td>
<td>88</td>
<td>79</td>
<td>96</td>
<td>55</td>
<td>89 35</td>
<td>88</td>
<td>28</td>
<td>75</td>
</tr>
<tr>
<td>6. Yirol Holy Cross</td>
<td>27</td>
<td>106</td>
<td>95</td>
<td>172</td>
<td>148</td>
<td>203</td>
<td>161</td>
<td>176</td>
<td>112</td>
<td>185 73</td>
<td>126</td>
<td>41</td>
<td>85</td>
</tr>
<tr>
<td><strong>Warrap State</strong></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. Marial Lou</td>
<td>27</td>
<td>179</td>
<td>78</td>
<td>113</td>
<td>28</td>
<td>126</td>
<td>46</td>
<td>98</td>
<td>12</td>
<td>68 7</td>
<td>81</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>8. Tonj</td>
<td>30</td>
<td>77</td>
<td>54</td>
<td>76</td>
<td>58</td>
<td>88</td>
<td>44</td>
<td>91</td>
<td>39</td>
<td>64 31</td>
<td>85</td>
<td>22</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>195</td>
<td>872</td>
<td>623</td>
<td>786</td>
<td>566</td>
<td>795</td>
<td>537</td>
<td>747</td>
<td>331</td>
<td>703 232</td>
<td>621</td>
<td>143</td>
<td>499</td>
</tr>
</tbody>
</table>

Source: DOW, July 2012

**Enrolment statistics of primary schools in DOR:**

- The total number of pupils, covered by the project in DOR, is nearly double that of DOW.
- Also the number of pupils per school is almost double that of DOW.
- Many DOR schools are situated in very remote rural areas which makes conditions for education difficult.
- This is leading to drop-out rates of approx. 50% between class 1 and class 8.
- Among girls drop-out rates are up to 80%. Together with the reasons mentioned above for DOW, this phenomenon is caused by the high number of pastoral cattle breeders in the rural DOR region. There, girls of a certain age are frequently called back by their families.
- The percentage of school aged kids without access to school in rural DOR regions is estimated to be around 60% (instead of under 20% in urban areas).
The DOW project does not intervene at secondary school level. The secondary schools in DOR can be called elite schools. Graduation there can be considered as a spring board to high ranking professional careers in the new state of South Sudan with its high demand for qualified professionals.

### School Enrolment Statistics, Secondary Schools DOR 2012

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Teachers</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Total of boys/girls</th>
<th>Total</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakes State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Loreto</td>
<td>6</td>
<td>32</td>
<td>25</td>
<td>23</td>
<td>10</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>2. Mapuordit</td>
<td>14</td>
<td>65</td>
<td>5</td>
<td>38</td>
<td>3</td>
<td>147</td>
<td>15</td>
<td>162</td>
<td>90</td>
</tr>
<tr>
<td>Warrap State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tonj</td>
<td>8</td>
<td>43</td>
<td>5</td>
<td>39</td>
<td>1</td>
<td>27</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>108</td>
<td>42</td>
<td>77</td>
<td>29</td>
<td>53</td>
<td>30</td>
<td>18</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: DOR, July 2012

Small classes, very low school fees and highly qualified teaching staff (often “imported” from abroad) contribute to excellent teaching quality. However, any cost-recovering aspect is neglected in those schools. In Loreto boarding secondary school for girls, school fees do not even cover 30 % of the expenses for food.

DOW does no longer offer accelerated learning programmes (ALP) as there is no longer a high demand in the predominantly urban environment. Classes in ALP are small and drop-out rates high. The courses are mostly run by primary school teaching staff during a second afternoon working shift. ALP courses of four years, solely based on condensed primary school curricula, should not be applied for adults but for older youths only. For adults, only shortened and tailor-made trainings for basic adult literacy and elementary life skills should be offered.

### 5.2 Financial planning

In DOW, initial KZE/Misereor funding was scheduled for a total duration of 24 months. Because of unspent funds, a no-cost extension of another 21 months was agreed. At the end of the year 2011, most budget lines had been used adequately and proportionally to the implementation period.

Nearly all budget lines are concerned with payments of teachers’ salaries. Besides the conceptual questions mentioned earlier, the issues of future self-reliance and financial autonomy and cost-recovery appear. Instead of compensating structural financial deficits of the dioceses, future KZE/Misereor support should direct its support more towards facilitating financial and organisational independence (see recommendation 1 in chapter 8.2.2).
Diocese of Wau: Project No. 164-003-1011 Z
Implementation period from April 2009 to December 2012 (45 months)

Expenditure overview as of 31st December 2011

<table>
<thead>
<tr>
<th>No</th>
<th>Budget Line/Activity</th>
<th>Available Budget in Euro</th>
<th>Available Budget South Sudanese Pounds</th>
<th>Expenditure in South Sudanese Pounds</th>
<th>Spent so far</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Salaries for 20 teachers – John Paul II</td>
<td>56,200.00</td>
<td>172,816.00</td>
<td>107,265.00</td>
<td>62 %</td>
</tr>
<tr>
<td>2</td>
<td>Salaries for 16 teachers – J. Kheir</td>
<td>39,200.00</td>
<td>120,354.00</td>
<td>115,836.00</td>
<td>96 %</td>
</tr>
<tr>
<td>3</td>
<td>Salaries for 12 teachers – St. Michael</td>
<td>26,800.00</td>
<td>82,705.00</td>
<td>75,750.00</td>
<td>92 %</td>
</tr>
<tr>
<td>4</td>
<td>Salaries for 16 teachers – Holy Family</td>
<td>33,600.00</td>
<td>103,690.00</td>
<td>76,008.00</td>
<td>73 %</td>
</tr>
<tr>
<td>5</td>
<td>Salaries for 7 staff – Education Office</td>
<td>42,900.00</td>
<td>132,389.00</td>
<td>85,238.00</td>
<td>64 %</td>
</tr>
<tr>
<td>6</td>
<td>Auditing</td>
<td>2,700.00</td>
<td>8,332.00</td>
<td>3,507.00</td>
<td>42 %</td>
</tr>
<tr>
<td>7</td>
<td>Reserve</td>
<td>8,800.00</td>
<td>27,157.00</td>
<td>3,365.00</td>
<td>12 %</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>210,000</strong></td>
<td><strong>647,443</strong></td>
<td><strong>466,969.00</strong></td>
<td><strong>72 %</strong></td>
</tr>
</tbody>
</table>

Source: DOW administrative unit Wau, July 2012

One third of the budget of DOR was spent after 12 of the total of 24 months of project implementation. However, the character of this budget is questionable in view of an increasing financial autonomy at a mid-term perspective. So far the budget consists of subventions of salary expenditures only, without including elements aimed at promoting future independent operation of Catholic education.

Diocese of Rumbek: Project No. 164-002-1031 Z
Implementation period from July 2011 to June 2013 (24 months)

Expenditure overview as of 30th June 2012

<table>
<thead>
<tr>
<th>No</th>
<th>Budget Line/Activity</th>
<th>Available Budget in Euro</th>
<th>Amount Spent in Euro</th>
<th>Spent so far</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Construction of two schools (Warrap and Rumbek)</td>
<td>157,500</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>2</td>
<td>Repair and maintenance of existing school buildings</td>
<td>89,250</td>
<td>40,846</td>
<td>46 %</td>
</tr>
<tr>
<td>3</td>
<td>Equipment, furnishing and teaching materials</td>
<td>247,705</td>
<td>94,986</td>
<td>38 %</td>
</tr>
<tr>
<td>4</td>
<td>Alternative learning programmes for adults, ALP</td>
<td>64,000</td>
<td>13,373</td>
<td>21 %</td>
</tr>
<tr>
<td>5</td>
<td>Salaries of international teachers</td>
<td>130,788</td>
<td>50,270</td>
<td>38 %</td>
</tr>
<tr>
<td>6</td>
<td>Monitoring and evaluation activities</td>
<td>148,511</td>
<td>53,674</td>
<td>36 %</td>
</tr>
<tr>
<td>7</td>
<td>Subtotal</td>
<td>126,246</td>
<td>43,372</td>
<td>34 %</td>
</tr>
<tr>
<td></td>
<td>7.1 Salaries For Secondary Teachers - Mapuordit</td>
<td>63,946</td>
<td>29,440</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.2 Salaries For Marial Lou Boarding Staff</td>
<td>6,300</td>
<td>690</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.3 Transport of Materials and Supplies</td>
<td>56,000</td>
<td>13,242</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>964,000</strong></td>
<td><strong>296,521</strong></td>
<td><strong>31 %</strong></td>
</tr>
</tbody>
</table>

Source: DOR administrative unit Nairobi, July 2012

The question contained in the ToR for the evaluation, “whether transparency and accountability systems including financial management systems and independent audit have been adequate and effective in identifying and deterring corrupt practices” can
not be answered by this evaluation because of insufficient access to the complex financing structures of both dioceses (see chapter 3.5).

5.3 Personnel planning, training and further qualification

The problem of the discrepancies between project concepts in DOW and DOR and KZE/Misereor funded components has already been outlined in chapter 3 of this report. At this point however, the two education sectors of DOW and DOR will be considered as a whole, without restricting observations to KZE/KZE/Misereor funded elements.

Both education units in DOW and DOR employ qualified and motivated staff, working together with team spirit. However, the Rumbek education department works more independently and with a significantly higher qualified professional staff capacity. But, in contrast to the Wau team, education staff in Rumbek is not from Warrap State, but from the South or even from Kenya, as a result of lacking qualified local staff resources.

Both dioceses make efforts to provide short-term training for Catholic school teachers for a period of two months during holidays. These trainings are carried out in DOR by internal church-based training resources in health and education, called Solidarity with South Sudan, SSS. In Wau, teacher trainings have been carried out by the NGO Windle Trust from January to March 2011. This training project has been separately funded by KZE/KZE/Misereor with a special focus on English language training, after the new curricula stipulated English as the only teaching language allowed.

In addition to this type of outsourced teacher training, DOR provides on the job trainings of two weeks per school. These trainings started in early 2012 and they are carried out by a Kenyan teacher trainer, who is employed with the education department in Rumbek. Unfortunately, a similar position for in-house teacher training does not yet exist in Wau.

In Cueibet, two hours north-west of Rumbek town, a teacher training centre (TTC) for initial training of approximately 25 students per year is under construction. The classroom building is funded by KZE/Misereor. How initial two-year teacher training is to be funded remains unclear as yet, but to expect a financial contribution by the state government seems an unrealistic option at this stage.

At secondary school level, no teachers are available in DOR. DOW makes use of mainly university teachers and lecturers for staffing Catholic secondary schools, mainly with part-timers.

5.4 Assessment of the projects’ effectiveness

The beneficiaries of primary education are represented by their parents. They are members of PTAs and as such participate in decision making processes, acting as prefects, class monitors etc), and most parents perceived education in Catholic schools as more suitable and appropriate.
Many children travel for three hours per day to access education in a better learning environment with good teachers. During the evaluation visits, most children could be seen attending classes in full uniform with learning materials such as exercise books, pens, etc.

All in all, the enrolment of Catholic schools has increased substantially. Taking into account the gender perspective, more girls were enrolled in lower primary. The communities have really worked hard to send their children to school, as well as supporting the schools by paying school fees. This has improved and motivated the teachers to improve the quality of teaching. However, this improvement is relative and to be seen in the light of the civil war and post-war era. Thus the quality of teaching in Catholic schools still has far more to do with discipline, efficient organisation and respect for rules and regulations than with the implementation of learner-centred teaching techniques.

During their visits, the evaluators could verify that children were able to read and write in lower primary. By using symbols, words and illustrations on the blackboard as a starting point, pupils were asked open and closed questions on items found e.g. hand, names of domestic animals, alphabets, and different figures. Some of the pupils were requested to come and demonstrate or write what they meant or understood by the words and figures. The majority was able to get it right. This shows how literacy and numeracy is achieved by the learners.

In upper primary classes the teaching and communication language is English. Standards and requirements are comparatively high, which leads to high drop out rates, especially in rural areas (see enrolment statistics of DOR in chapter 5.1). The very few operational secondary schools can be called elite schools in South Sudan. Requirements are high; however, learning by heart still represents a key element of instruction.

The communities worked hand in hand with the school administration, and the formation of strong PTA executives has strengthened the school administration. Instead of playing the role of parents’ representatives only, the PTAs consist of highly respected elders, which gives them the power and standing to act as intermediaries between schools and communities. They often take the lead in the mobilisation and sensitisation to cultivate the spirit of ownership of the schools and to know their future roles in the school as community members. This contributes to the sustainability strategy.

Together with the PTA executives, the Catholic schools have a very effective forum that weaves together various forms of administering punishment that will be perceived by the pupils as just or appropriate\(^\text{10}\) and not as a form of discrimination of a clan or tribe. This, in turn, builds peaceful co-existence of the learners in the school.

The community also feels relieved from the continuous burden of the renovation of grass thatch structures and the provision of temporary furniture for their children. This is as a result of the classroom blocks that were built and equipped. Construction of

\(^{10}\) This was repeatedly expressed by clear majorities within group discussions with pupils and students.
new schools resulted as well in an increase of the number of pupils, in particularly girls.

The process of change takes time. But, there have been many expressions of thanks by parents and teaching staff that show that the projects have already contributed a lot to the well-being of most students and learners. This has encouraged more children - and particularly girls - to enrol in schools even though the school fees in Catholic schools are comparatively high.

The Catholic schools in the two dioceses, particularly in Wau, are committed to being open, welcoming and inclusive to all pupils, irrespective of their religious, cultural and ethnic background. They include pupils of the other faiths and denominations whose parents accept the aims of the school, thus serving as a multi-cultural and denominational society. It is not easy to envisage what negative effects there might have been. The projects’ effects in the last three years have almost all been positive, even more considering the size of the area that is covered by the projects. This clearly shows that the communities show a willingness to contribute to the success of the project activities.

5.5 Deviations from planning and necessary measures

Objective 4 of the project contract between DOW and KZE/Misereor contains an assumption which may be considered to be unrealistic: “The time gap is bridged until the government is able to assume the responsibility of paying the teachers, and help ensure an orderly transition of that responsibility.”

The decreasing willingness of the government to pay teachers’ salaries of so-called “private” schools was not regularly monitored through close and frequent discussions with government officials of the education sector. This led to a delay in the readjustment of Catholic education policy at an early stage in different sectors, such as:

- Lobbying at national and state levels;
- Negotiations concerning salary payments of teaching staff;
- Cost recovery aspects for primary and secondary schools;
- Avoidance of excessive investments in initial teacher training (e.g. construction of the TTC in Cueibet).

At present, the educational sector in South Sudan only distinguishes between government-owned and private schools, without, however, clearly defining support facilities for non-profit making and especially faith-based “private” schools. A high government official of the MoGEI in Juba, said that the government will cover teachers’ salaries of Catholic schools only if they are handed over to the state. A similar situation was encountered by the German evaluator during his visit to Ethiopia one year ago.

Payment of teachers’ salaries of Catholic schools started in 2008 after a number of adequately trained teachers had been found. Until today, their salaries have never been up-dated by the state ministries. Due to the continuous fluctuation of teaching staff, the number of teachers paid by the government is constantly decreasing (ap-
prox. 25 % in Lakes State, Rumbek and not even 5 % in Wau) with a downward tendency.\(^{11}\)

Another worrying payment practice can be found in Rumbek, where teachers only receive grade 14 salaries out of a qualification grid from grade 17 (cleaner, caretaker) to grade one (minister). Modalities of refunding salary payments from national to state level are unknown. However, in the home state of the national evaluator, teachers salaries are paid and refunded by national government based on a detailed classification structure.

In DOW and in DOR, the number of professional teaching staff with formal teaching licences is approx. 25 % among Catholic teaching staff and even lower at government schools (see details in chapter 2.2).

5.6 Overall assessment of implementation

From a global perspective, the initial objectives in DOW and in DOR were realistic when they were formulated. But the vision of a new South-Sudanese government taking full responsibility for the Catholic education sector does not at all correspond to the developments in national politics. This led to a series of unrealistic management decisions in the past. An independent funding structure for the long-term running of Catholic education facilities as the only alternative does not exist even now.

Unfortunately, the Sudan Catholic Bishops’ Conference (SCBC) did not yet create the new post of a high-ranking education specialist as a dialogue partner for education planning (and funding) at national level.

During several discussions with state representatives, the operation of Catholic primary and secondary schools according to the legal framework has been repeatedly underlined together with the high quality output of Catholic schools.

Considering project implementation on the basis of the major budget lines, the project outputs concentrate on hardware such as construction, maintenance and equipment of school buildings and payment of teachers’ salaries. Both types of activities are fully on schedule. Construction work and equipment of school buildings are “state of the art” and of consistently high quality.

Provision of on the job teacher training in DOR started with certain delays and is going to catch up to get back on schedule now. Unfortunately, the DOW project concept does not include a similar training component to date.

The establishment of parent teacher associations (PTA) is a highly appropriate instrument for the integration of school issues in local communities. Main cases of intervention are disciplinary problems with students, ethnic conflicts and clashes among beneficiary communities as well as the determination and collection of school fees. Parents’ representatives met by the evaluation team seemed to earn a high level of respect in their communities.

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\(^{11}\) Registered teachers, represented on the list of teachers of 2008, are still entitled to their salaries. whether and where they are teaching – or not – can not be verified because there is no link between the payrolls and the particular schools.
6. **Assessment of sustainability**

6.1 **Sustainability of the projects**

The question, to what extent Catholic schools will continue operating once donors’ funding has ceased, has not sufficiently been taken into consideration so far. Especially in DOR, ambitious efforts were undertaken to set up a more or less independent education system, including all compulsory elements of schooling such as kindergartens, primary and secondary schools, ALP courses and in future even initial teacher training and graduation. The high number of different congregations active in DOR with their particular funding resources in Italy, Ireland, Austria and/or Germany may have induced building up school facilities far above locally available resources (which are not even sufficient for maintenance). If GoSS does not take responsibility for these structures, the challenge for church schools will be to develop and implement gradual cost recovering strategies.

6.1.1 **Integration in the governmental education system**

The dioceses DOR and DOW work in close cooperation with the SMoE, conducting an ongoing and constructive dialogue. Church schools fully respect all government requirements, rules and regulations. School inspectors regularly visit Catholic schools. Distribution of school books is made equally to government and to church schools. Theoretically, church school teachers can apply for training offered by the state ministries of education. However, in practice their number is comparatively low.

Teachers’ salaries are only covered by the two states to a very low extent, with a decreasing tendency (see chapter 5.4). Construction, equipment, and maintenance of school buildings are exclusively organised and paid by DOR and/or DOW and their funding partners. Construction sites and compounds for church schools have always been and are still provided by the states or by a particular community.

6.1.2 **Financial sustainability**

In order to illustrate proportions, the numbers mentioned below are a sample of the detailed information collected during the field mission.

- The salary of a primary school teacher at a government school in DOR and DOW amounts to 300 to 350 Sudanese Pounds per month (54 to 63 Euros).
- The salary of a primary school teacher at a Catholic school in DOR and DOW amounts to approx. 500 Sudanese Pounds per month (90 Euros).

Because of the higher salary, a good team spirit and teaching environment, working at a Catholic school is more attractive compared to working at a government school.

- School fees per pupil at government schools amount to approx. 25 Sudanese Pounds per year (4.5 Euros). This amount must be transferred to the state ministry.
- School fees per pupil at Catholic schools amount to approx. 100 Sudanese Pounds per year (18 Euros). This school fee can be fixed individually by DOR and DOW. The total amount remains with the dioceses and can be spent internally.
School fees of Catholic schools are considerably higher than the ones of government schools. However, there is no lack in demand at all for education at Catholic schools, because of the high quality of teaching and the good reputation of Catholic schools.

In contrast to government schools, where school fees are fixed by the state ministry, Catholic schools can define the level of their school fees themselves. They are not under constraint to transfer collected fees to the ministry. Church schools are free to use this income for maintenance of school buildings and/or for salary payments and topping-ups of their teachers. So far, these monetary school fee incomes still allow payment of significantly higher salaries to church school teachers.

At secondary schools in DOR, the above-mentioned school fee–teacher salaries–ratio is even less cost covering than at primary schools?.

The common practice of collection and use of school fees is not the same in DOR as in DOW:

- In DOW, determination, collection, and use of school fees is exclusively managed by the education section. Three different fee categories exist. For any necessary investment a school has to apply with the education section.
- In DOR, the amount of school fees can be decided by the individual schools, mostly together with the PTAs. Depending on particular and additional income sources (mostly from abroad), teacher salaries are also defined individually per school.

The DOR practice of a fully independent school management includes a high level of flexibility for a "school enterprise"; at the same time, it weakens the authority of the DOR education department. An exchange of lessons learnt and experiences made of the two education units in DOR and DOW might be fruitful for the future.

Financial sustainability in future can only be achieved by strictly focusing on expenditures for teacher training. Instead of hoping for government intervention or even investing in an initial Catholic two-year teacher training centre (TTC), cheaper methods should be applied. In the present circumstances, the following approach appears to be the most advantageous:

- Recruitment of young teaching staff among secondary school graduates;
- Provision of frequent on the job training by the education department/section;
- Possibly establishing a mentoring structure (senior and junior teachers).

This approach would fulfil three different expectations:

- The risk of permanent staff fluctuation can be reduced through recruiting teaching staff locally;
- Acceptance of internally trained teaching staff by the state ministries does not cause any problems so far;
- Without having an official teacher’s diploma, self-trained staff are strongly connected to the schools where they received their training.
6.2 Socio-cultural behavioural and empowerment effects

Several decades of civil war and at least two generations without formal education have resulted in tremendous socio-cultural changes, even more so since literacy rates were traditionally low to begin with. In this context, behavioural and empowerment effects, initiated by church schools, are very obvious. The quality of teaching of scientific expertise, combined with moral and ethic values, is high, in the evaluation team’s opinion.

Discussions with secondary students at several schools in DOR and DOW clearly demonstrated a certain level of self-confidence among the students. An awareness of belonging to the elite of tomorrow’s South Sudan was clearly noted. However, considering the career aspirations expressed, a high level of social and moral relevance seemed to be a key component for individual professional planning. Especially young women expressed their wish to go back to live in their home regions after having successfully completed their studies.
7. Conclusions for similar projects and lessons learnt

7.1 General conclusions

1. Both projects have highly motivated and committed staff, in Rumbek as well as in Wau. However, the Rumbek education department works more independently and with a significantly better qualified professional staff capacity.

2. Both the project in DOR and that in DOW have comparatively accurate monitoring and ongoing statistical research components at their disposal.

3. Considered as a whole, the budget lines of DOW and DOR were respected to a very large extent.

4. In general, Catholic schools – at primary and secondary level – perform better than government schools. This has been clearly underlined by representatives of different State Ministries of Education.

5. Compared to government schools, the success rates of Catholic school students are much higher, which contributes to the very good reputation of the schools in DOR and in DOW.

6. Drop-out rates are significantly higher in rural than in urban areas, particularly among girls (because of marriages, early pregnancies, etc.).

7. After high drop-out rates in lower primary (P1 to P4), stabilisation can be noted in higher classes: failing rates for P8 State exams are nearly 0.

8. Sometimes the number of pupils per class increases without a corresponding increase of the number of teachers (sometimes there are more than 100 students in one class instead of 50). This increases the income through school fees, but includes the risk of a decrease in teaching quality, leading to a decrease in the reputation of the schools.

9. The number of female students has significantly increased throughout the last years as a result of intensified support measures initiated by the schools. However, the number of female teachers is still extremely low.

10. Accelerated learning programmes (ALP) are mostly run by primary school teaching staff during a second afternoon working shift. ALP is characterised by extremely high drop-out rates.

11. There is a very positive teaching atmosphere, in terms of ethical and moral standards, but in terms of discipline as well.

12. However, teachers equipped with lashes and/or sticks are still common practice, as is having pupils kneel in front of classroom doors in punishment, sometimes carrying heavy stones in their outstretched hands.

13. The teachers feel isolated. They are the only source of information for the class yet. They feel they lack knowledge, which could be remedied by resource centres that could support them and the students.

14. Teaching at Catholic schools for teachers is still more attractive compared to teaching at government schools, in terms of working conditions as well as monetary income.

15. Catholic schools are still free to define the levels of school fees and their use.
16. School fees of Catholic schools are considerably higher than the ones of government schools. But there is no lack in demand for education at Catholic schools, even at a higher price Catholic schools attract lots of pupils because of the high quality of teaching.

17. From a financial perspective, all Catholic secondary schools visited by the evaluation team are far below cost recovering.

18. The number of professional teaching staff with formal teaching licences is rather low (approx. 25 % with Catholic schools and even lower with government schools).

19. At secondary school level, hardly any formally qualified teaching staff can be recruited on the “local market”. Compensation is made by using teachers from neighbouring countries and/or university lecturers/students, using them as part-timers.

20. There is a tremendous bottleneck between P8 primary school alumni and available secondary school facilities.

21. Deficient language knowledge leads to visible lacks of efficiency in teaching, especially regarding the precise transfer of (technical) knowledge. Nevertheless, teaching in English from P4 onwards is compulsory, as per government policy.

22. Remarkable at all schools visited was the absence of any kind of maps, posters, charts, games etc. to enhance the educational environment inside or outside the classroom.

23. There is an urgent need for school books. This, together with the high number of pupils, leads to a strongly blackboard-focused frontal teaching practice.

24. The DOW and DOR projects are pro-actively in close and continuous contact with all relevant government administrations at state level, maintaining constructive working relations.

25. The assumption that the new South Sudanese Government would take the responsibility of paying Catholic school teachers’ salaries is unrealistic, in our opinion. There is no evidence of any willingness on the part of the State government to finance the formal teacher training; and therefore, in view of the enormous costs, the Catholic Church cannot sustain it.

26. There is no lobbying at national level for government support of Catholic schools at national and/or at state level.

27. Unfortunately, the educational sector in South Sudan does, at this time, only distinguish between government owned and private schools, without at a same time clearly defining support facilities for non-profit and especially faith-based “private” schools.

28. Payment of teachers’ salaries of Catholic schools by the government is covering approx. 30 % (Lakes State, Rumbek) and not even 5% in Wau, with a decreasing tendency.

29. Construction of the Catholic school buildings was carried out appropriately and at reasonable cost.
7.2 Conclusions per project

7.2.1 The project in DOR

1. KZE/Misereor is funding the construction of a Teacher Training Centre (TTC) in Cueibet, without any perspective of future funding of training activities. Expecting any contribution by the State government can be assumed to be unrealistic.

2. The administrative hierarchy in all Catholic schools in DOR consists of a religious principal and the Head teacher. This “dual leadership” causes many unfruitful conflicts.

3. School fees of DOR schools can be determined individually by each school, depending on the school’s particular income situation, thus making a school into an independent “enterprise”.

4. The DOR schools are very widespread. Together with bad road conditions, this leads to comparatively high transport costs (fuel and spare parts).

7.2.2 The project in DOW

1. The Arabic language was the only language of instruction at all Catholic schools in Wau; this has constituted a massive challenge, since the new school curriculum stipulates English as the official language of instruction.

2. School fees of DOW schools are determined (and collected) by the education section. Three different categories can be chosen. For any necessary investment a school has to apply to the education section.

3. DOW schools in rural areas mostly end after P4. Ongoing schooling can not be provided so far, thus the drop-out rate increases.
8. Recommendations

8.1 General recommendations

1. In view of the many different funding sources of DOR and DOW, regular institutional audits are highly recommended to achieve more transparency of organisational and management structures, internally but also vis-à-vis funding partners abroad.

2. For maintaining the good quality of education and the high reputation, the number of pupils per class should be restricted to 60 in lower and 50 in upper primary education. Financial losses should be compensated through increasing school fees.

3. For Catholic schools, registration fees of government schools are not binding. They can be determined individually, spent to cover the school’s expenditure and do not have to be transferred, not even partially, to the State ministries. This is crucial for the autonomous running of Catholic schools and should be maintained. Any changes intended by State ministries should be strictly refused by DOW and DOR.

4. Since an erratic salary structure seems to remain the norm, there is a need to standardise the salary grades of all the Catholic schools in the two dioceses to avoid teachers’ turn-over.

5. The common practice of upgrading self-recruited teaching staff through frequent on the job training should be improved, expanded to DOW, and then be periodically streamlined. This will also contribute to decreasing staff fluctuation as well.

6. Because of the very high costs, staff recruitment from outside the diocese and/or even from neighbouring countries should be avoided wherever possible.

7. Frequent and systematic intensive two-week trainings per Catholic school, provided by key staff of DOW and DOR, appear to be the most appropriate instrument for a gradual compensation of deficient initial training of teaching staff in the mid-term. Adoption of these trainings by other dioceses could be considered.

8. The common practice of sending teachers of Catholic schools to training during their holidays should be kept on. To what extent external training providers should be hired (such as the Windle Trust or the church-based Solidarity with South Sudan, SSS), has to be decided based on own training resources and cost-benefit aspects.

9. Full formal teacher training cannot be organised by the Catholic Church because of the very substantial costs and the absence of State government support. Lacking initial teacher training should therefore be compensated by intensive on-the-job trainings where possible.

10. ALP courses of four years, solely based on condensed primary school curricula, should not be applied for adults. For them, courses should be replaced by shortened and tailor-made courses for basic adult literacy (year one and two).

11. A frequent exchange of lessons learned between the education departments of DOR and DOW, at least once per school term, is strongly recommended. Also, joint workshops for activity planning could be a fruitful instrument.

12. Intermediate short term visits of a specialised expatriate trainer of trainers is highly recommended, if possible with the support of hKZE/Misereor..
13. School buildings, compounds and classrooms should be equipped with more didactic materials (maps, poster, charts, games etc.).

14. Continuous investment in highly deficient secondary schools (p. ex. through 100% “imported” teachers) should be reduced gradually by (i) significantly increasing school fees and (ii) by building up own staff resources. To expect financial support by the GoSS can be considered unrealistic!

15. At national level, the position of a national education coordinator, attached to the Bishops’ Conference, is highly recommended to proactively represent the interests of Catholic education vis-à-vis the Ministry of General Education and Instruction (MoGEI, former MoEST).

8.2 Specific recommendations per project

8.2.1 Recommendations for the DOR project

1. Ongoing funding of the TTC should be dependent on the existence of a detailed master plan, including detailed, strong, and solid cost-recovery measures.

2. “Dual leadership” in DOR schools should be replaced by one clear responsibility. A headmaster could either be a religious or a head teacher, but he or she should be a professional in education.

3. The on the job teachers’ training in DOR (two weeks training on site per school) should be maintained and intensified.

8.2.2 Recommendations for the DOW project

1. After the activities KZE/KZE/Misereor funded so far (payment of teacher salaries) a future project concept for DOW should consider and at least follow the DAC principles\(^\text{12}\) instead of providing subsidies only:

   - Relevance: To which extent did the stated objectives correctly address identified problems and real needs?
   - Efficiency: How well did the activities transform available resources into the intended results, in terms of quantity, quality and timeliness?
   - Effectiveness: Have the planned benefits been achieved and received by the beneficiaries?
   - Sustainability: Are the positive outcomes likely to continue after external funding ends?

   Using the logical framework approach would be highly recommended.

2. In DOW, on the job teachers’ trainings should be introduced as soon as possible. They should include a strong English language component.

3. Therefore, the DOW education team should be complemented by an experienced teacher’s trainer in near future.

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\(^{12}\) The Organisation for Economic Co-operation and Development (OECD) operates the Development Assistance Committee (DAC) as a forum for selected OECD member states to discuss issues surrounding aid, development and poverty reduction in developing countries.
4. It seems there is deficiency in both content and methods, in almost all DOW primary schools. It is therefore recommended to change the focus from teaching to learning. Teachers should adapt their teaching methods, providing new information and new skills in every lesson.

5. Organisational up-grading of the DOW education section is strongly recommended. As a start a training course in business administration for the key staff could be considered.